PERFORMANCE EVALUATIONS TOOLKIT REVIEW

CORE COMPETENCY DESCRIPTIONS – Non-Classified Employees

Leadership
Delegates effectively and supervises employee follow-through. Persuasive, fair, impartial, sets high standards, and establishes clear focus and direction. Achieves desired results and has the support and confidence of direct reports and colleagues.

Communication
Communicates in a clear, transparent, and concise way both verbally and in writing. Demonstrates the ability to exchange ideas, thoughts, issues, and information in any required context such as a one-on-one, small group, large group, presentations, or written format. Reduces barriers and engages in respectful, active listening.

Integrity
Demonstrates respect for the policies and core values of the institution. Acts in an honest and ethical manner in all situations.

Inclusion
Promotes a diverse, collaborative, and open atmosphere in the workplace. Seeks to draw on the knowledge, skills, and abilities of all employees to improve performance and foster a culture of respect.

Strategic Thinking
Promotes strategic initiatives across the institution and builds relationships to achieve organizational goals and objectives. Possesses the vision necessary to see short-term and long-term results of decisions that will positively impact the university.

Continuous Learning
Identifies and gathers the necessary data for quality, process, and organizational performance. Utilizes teams to develop, implement, and evaluate continuous quality improvement. Promotes and fosters a learning-centered environment.

Decision Making
Identifies, analyzes, and resolves issues and potential problems. Utilizes innovative methods to respond to stakeholder needs. Understands and applies the knowledge possessed regarding ASU's missions and policies.

Customer Service
Identifies customer needs, projects positive image, identifies solutions to customer problems and implements them within scope of authority.

Organizational Relationships
Values and collaborates with all team members. Promotes a climate of good morale, cooperative team relationships, and healthy dialogue that promotes conflict resolution.

CORE COMPETENCY EXAMPLES – Non-Classified Employees

LEADERSHIP

Unsatisfactory	Satisfactory	Exceeds Standard
Infrequently seeks ways to improve outcomes.	**Actively** seeks out ways to improve outcomes, processes or measurements.	**Consistently, in all cases**, seeks out ways to make improvements to outcomes, processes and/or measurements. **Collaborates** with external units to create and develop opportunities for improvement.
Seldom takes responsibility for or provides leadership in projects/initiatives.	**Takes responsibility** and provides leadership on projects or initiatives.	**Consistently**, **in all cases, takes responsibility** and **provides leadership** on projects or initiatives and brings projects to a **successful conclusion**.
Often **waits for direction** to initiate action on projects.	**Takes action** on projects without being directed to do so, and looks for opportunities to move projects along.	**Always advances** projects by identifying and recommending internal /external resources when available resources are insufficient. **Recognizes external/internal risks** and develops projects to address issues. **Advocates for change when needed.**
Rarely encourages or identifies staff development opportunities.	**Encourages** staff to identify and address process improvements, participate in projects and on committees when appropriate.	**Identifies and/or provides opportunities** for staff to assume leadership roles on projects and/or committees.

COMMUNICATIONS

Unsatisfactory	Satisfactory	Exceeds Standard
Seldom shares information that is important to others without prompting and questioning.	**Shares** important information with others.	**Provides regular**, **consistent**, **and meaningful** information to others; ensures appropriate individuals are informed.
Shows little interest in what others have to say.	**Listens carefully** and asks questions when needed.	**Listens carefully** to others, **asks questions for clarification**, and ensures message is understood.
Does not communicate in a clear and concise manner; frequently uses improper grammar, pronunciation, or tone; difficult to understand.	**Effectively** communicates in a clear and concise manner using appropriate grammar, pronunciation, and tone.	Communicates in a **clear and concise** manner using appropriate grammar, pronunciation, and tone; **conveys message using appropriate method** of communication (email, phone, in person).
Often communicates non-verbally in an **unprofessional** manner.	**Demonstrates professionalism** through appropriate body language and nonverbal communication.	**Demonstrates an ability to influence** others by **modeling** appropriate body language and nonverbal communication.
Rarely adjusts communication style; overlooks needs of different situations.	**Demonstrates an awareness** of when to adjust communication style based on the situation.	**Tailors** communication style to the needs of each situation and audience.

INTEGRITY

Unsatisfactory	Satisfactory	Exceeds Standard
At times **does not behave or express** self in an open or honest manner; is inconsistent in what they say and do; struggles in difficult situations.	**Behaves and expresses** oneself in an open and honest manner; is consistent in all cases with what he/she says and does; Appropriately handles difficult situations.	**Always behaves and expresses** self in an open and honest manner; always consistent in what they say and do; is discreet and professional; demonstrates advanced skill and tact in handling difficult situations and sensitive matters.
On more than one occasion has disclosed information that is **inaccurate**, **incomplete**, or **inappropriate** (e.g., confidential, sensitive in nature).	Consistently, in all cases, shares information that is **accurate and complete**; handles sensitive information appropriately.	Is a **role model** for consistently, sharing information that is accurate and complete; handles sensitive information with extreme care; encourages and inspires others to act the same.
Struggles to follow through on certain assignments and commitments in a timely or consistent manner.	**Follows through** on all assignments and commitments, completing them in a timely and reliable manner; consistently, in all cases, makes others aware of task/assignment status.	**Completes all assignments ahead of schedule**, reliably and in all cases consistently; prioritizes assignments and provides the tools and information team members need to do the same.
Is selective in supporting goals and initiatives; does not consistently adhere to policies and procedures.	**Demonstrates commitment** to goals, initiatives, policies and procedures through communication and actions.	**Helps others understand** goals, initiatives, policies, and procedures; always adheres to and enforces all policies and procedures.
Seldom encourages employees to be open and honest; occasionally allows employees to provide inaccurate or incomplete information; does not emphasize importance of keeping commitments.	**Encourages** employees to be open and honest; holds employees accountable for sharing accurate and complete information; recognizes employees who follow through and demonstrate commitment.	**Encourages and recognizes** employees for their openness and honesty; consistently, in all cases, holds employees accountable for sharing accurate and complete information; actively acknowledges employees and colleagues who follow through and demonstrate commitment.

INCLUSION

Unsatisfactory	Satisfactory	Exceeds Standard
Seldom recognizes and values the contributions made by diverse coworkers and employees.	**Takes notice of** behavior of others; speaks up when someone is being excluded.	**Engages** diverse perspectives to create new and better ways to accomplish work, solve problems or make decisions.
Does not recognize own biases when participating in the hiring process.	**Is open to** a wide range of views, including views that challenge the status quo.	**Ensures** a welcoming environment for all employees and customers.
Does not work effectively and willingly with diverse group of individuals.	**Supports** institution's objectives and timetables.	**Brings** valid diversity and inclusion concerns to the attention of management. Supports institutional diversity initiatives.

STRATEGIC THINKING

Unsatisfactory	Satisfactory	Exceeds Standard
Unwillingness to adapt to changing priorities and organization's strategic goals.	**Modifies** preferred way of doing things to support the institution's strategic goals.	**Instrumental** in bringing about systematic changes, especially ones that require cooperation of cross-functional areas.
Exhibits **negative attitude** and/or behaviors to enhancing and implementing new processes.	**Seeks out and implements** best practices in field including trying new ideas and approaches.	**Consistently establishes and realizes** goals with strategic component.
Resists using new information and exhibits some difficulty in adjusting to changing situations which could impede the organization's progress.	**Consistently seeks** ways to adapt to changing priorities, situations, and demands.	**Builds** relationships to achieve organizational goals to support the department's initiatives.

CONTINUOUS LEARNING

Unsatisfactory	Satisfactory	Exceeds Standard
Infrequently uses feedback, generally does not change behaviors in response to it.	**Receptive** to feedback; often uses feedback to improve performance.	**Consistently solicits** feedback from supervisor, colleagues and/or subordinates to improve individual performance.
Has **difficulty learning and/or applying** new skills and knowledge effectively.	**Utilizes** new skills, technology, and/or emerging theories and practices to improve work quality & efficiency.	**Explores and implements** new skills, technologies and/or advances in field to improve quality & efficiency.
Infrequently pursues developmental opportunities related to job skills.	**Seeks** opportunities for continuous learning.	**Demonstrates** continuous improvement in self and inspires others toward it.
Does not always identify and address needs for improvement.	**Identifies** areas for self-improvement. Sets and achieves goals to address those areas.	**Has exceptional skills** in mentoring and coaching and is sought out by others.

DECISION MAKING

Unsatisfactory	Satisfactory	Exceeds Standard
Seldom breaks down problems into their parts, or examines root causes. Seldom considers consequences before making final decision.	**Breaks down problems** into fundamental parts. Identifies root causes and addresses problems in ways that lead to innovative solutions.	**Generates innovative solutions** that are aligned with the University's mission and vision. Sees beyond the immediate solution to potential process improvements.
At times makes decisions that overlook important available information.	**Consistently**, in all cases, makes informed decisions based on available and hard to find information. Utilizes information that is relevant, current and clear.	**Consistently**, in all cases, makes **informed and well thought out** decisions, based on all available and obscure information. Always utilizes information that is relevant, current and clear – and which leads to creative solutions.
Fails at times to recognize issues that require a solution; overlooks actions needed to advance the decision making process.	**Recognizes** typical as well as complex and unusual issues, and actions needed to advance the decision making process. Recommends possible solutions. Follows up to ensure resolution.	**Even in the most difficult situations, recognizes** issues and determines whether action is needed; takes charge of a group when necessary and makes decisions in a timely manner.

Becomes discouraged by ambiguous situations. Does not always adjust approach to achieve results.	**Creates** new ideas and processes despite initial ambiguity of the situation; modifies approach to achieve results in changing situations.	**Consistently, in all cases, creates** new ideas and processes despite initial ambiguity of the situation. Empowers and inspires others to find solutions in a timely manner.
Overlooks opportunities to assist employees with solving problems. Does not recognize others for successful problem solving.	**Assists** employees in diagnosing problems and recognizing issues. Takes time to help employees identify critical connections, consequences and alternatives. Recognizes successful adaptations.	**Often gives staff opportunities** to apply and strengthen problem solving skills. Challenges staff with opportunities. Establishes a culture that embraces problem solving for personal growth.

CUSTOMER SERVICE

Unsatisfactory	Satisfactory	Exceeds Standard
Often **misinterprets** customer requests.	**Listens** to customers (internal and external) and addresses needs and concerns.	**Anticipates** adverse customer reactions and develops better alternatives. Actively solicits feedback from customers to surface needs and concerns.
Frequently waits for customer to request status updates. Fails to anticipate importance of communication and information exchange.	**Keeps customers informed** by providing status reports and progress updates.	**Proactively keeps customers informed** with both formal and informal communications. Follows up with customers to ensure satisfaction.
Seldom fulfills service commitments or meets deadlines.	**Delivers on** service commitments. Meets established or agreed upon deadlines.	Fulfills service commitments **prior to deadlines**. Willingly puts in extra time and effort in crisis situations; goes the "extra mile" to ensure customer needs are met.
Seldom takes initiative to develop customer relationships.	**Maintains** supportive relationships with customers. Uses initiative to improve outcomes, processes, or measurements.	**Actively seeks** new opportunities to build relationships and understand the needs of customers.

Note: the word "customer" as used here refers to anyone that is served by another as an A-State employee, or is a recipient of another's work or output (e.g., student, donor, other departments, etc.).

ORGANIZATIONAL RELATIONSHIPS

Unsatisfactory	Satisfactory	Exceeds Standard
Does not treat all people with dignity, respect, and fairness.	**Consistently**, in all cases, **treats** everyone, with dignity, respect and fairness; is very easy to approach and helpful.	**Is a role model** who consistently treats all people with dignity, respect, and fairness; inspires and ensures that others do so as well, holding them accountable if they do not.
Avoids conflict, or engages in conflict in a way that is unproductive.	**Resolves** interpersonal conflicts constructively and professionally; seldom requires outside assistance.	**Consistently, in all cases, resolves** interpersonal conflict constructively; utilizes conflict as an opportunity rather than a problem.
Misses opportunities to share time, resources and knowledge with others.	**Enthusiastically spends time** with others to help them and the team succeed.	**Anticipates and acts upon** opportunities for helping others succeed; consistently and enthusiastically shares time, resources and knowledge with others.

Does not show interest in listening to ideas from others; has difficulty respecting ideas when different from own; tends to reach conclusions before listening to all sides.	**Listens to and carefully considers** ideas from others, even when different from own; ensures all sides are heard before reaching a conclusion.	**Actively solicits and encourages** ideas from a wide variety of individuals; is always careful to ensure every side is heard and considered before reaching a conclusion; lets others know they've been heard and are valued.
Does not value the importance of teamwork; has difficulty resolving team conflicts; neglects the importance of respect for all when interacting with the team.	**Encourages** teamwork among direct reports; facilitates resolution of team conflicts; promotes respect among all team members.	**Visibly and proactively encourages** teamwork among direct reports; consistently facilitates the resolution of team conflicts in a way that is mutually agreeable; promotes respect and recognizes contributions from all team members.

OVERALL SCORE RATING SCALE

Exceeds Standards
The employee regularly demonstrates superior performance. Both what is produced and how it is produced far exceed institutional standards and expectations of the position. The employee is extraordinarily competent and productive. Performance at this level occurs throughout the year and across all key aspects of the position. This employee is often sought out by others for counsel and assistance, and is widely recognized as a role model. Examples of the results and sought after expertise must be given. This rating should be reserved for truly outstanding performance throughout the review period.

Above Average
The employee demonstrates strong, consistent performance in all or almost all competencies, skills and responsibilities. Both what is produced and how it is produced meet and often exceed institution standards and expectations of the position. Results add value beyond the scope of the current role, often benefiting the division/department. Examples of these results must be given to receive this rating. This rating should be reserved for employees with strong, commendable performance.

Satisfactory
The employee consistently demonstrates capable, or satisfactory, performance. Both what is produced and how it is produced meet standards and expectations of the position. The employee is a dependable, competent, knowledgeable individual who meets and occasionally exceeds expectations of the position. This rating conveys solid, effective performance.

Below Average
The employee demonstrates adequate performance in most areas, but needs improvement in one or more significant aspects that are critical to the position. Either what is produced or how it is produced require improvement in one or more areas to meet expectations of the position and institution. Such performance shortfalls may be attributable to newness on the job, missing or undeveloped skills, and/or experience. Regardless, this rating conveys that performance is below expectations in one or more areas and must be improved. *A performance improvement plan and review by HR is required.*

Unsatisfactory
The employee frequently performs below the level expected of this position in all or almost all key aspects of the position. Both what is produced and how it is produced are below institution standards and clearly unacceptable. Unless there is obvious and immediate improvement *a performance improvement plan and review by HR is required.*